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ABSTRACT

Studies show that the three most frequently cited sources of environmental information are family, school, and the media. This kit provides parents with an opportunity to increase a child's environmental awareness through activities which focus on the environment in a way children ages four to nine can understand. A workbook uses the popular Care Bears characters to encourage children to "care" for the world around them, to learn how to put that caring into action, and to realize that their actions can positively affect the environment. A parent's guide accompanies the workbook and provides 17 individual and group learning activities and skill-building exercises that complement five environmental issues raised by the workbook. These issues are: understanding the concept of environment, litter prevention, recycling, water conservation, and energy conservation. Activities involve children in understanding and identifying words and concepts as well as the environmental consequences of their actions. The Kit also contains Care Bears stickers and four oversize posters emphasizing the environmental issues discussed. (LZ)

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ED 376 058

# Care Bears™
## Environmental Awareness Kit

P.O. Box 44166
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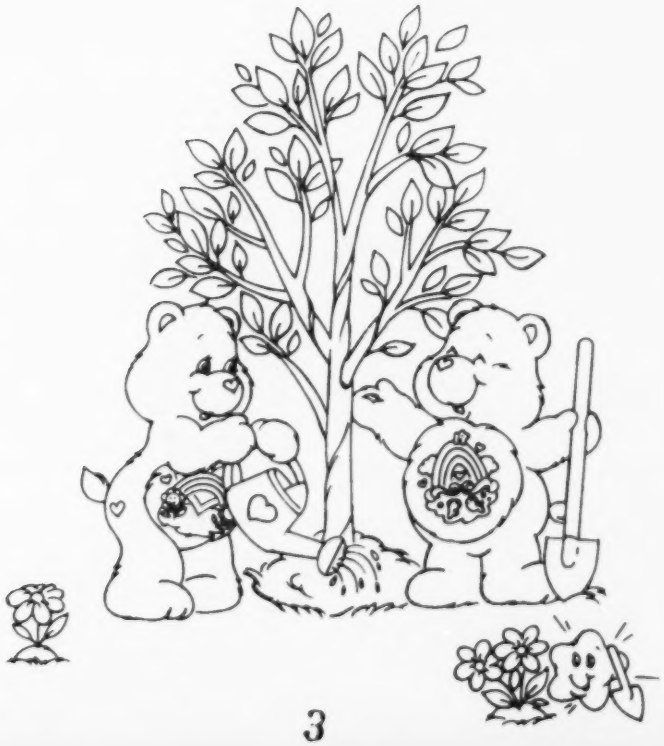
Care Bears®

# Caring Keeps The World Wonderful

# Environmental Awareness Kit

## Parents' Guide



*Dear Parent:*

This Parents' Guide has been prepared for your use in implementing activities designed to raise your childs' environmental awareness.

This guide accompanies the ***Caring Keeps The World Wonderful*** workbook and provides an opportunity for various learning activities and skill-building exercises to complement the environmental issues raised by the workbook. These issues are:

- understanding "environment"
- litter prevention
- recycling
- water conservation
- energy conservation

Recent studies have shown that most children, ages four to nine, understand pieces of the environmental story, but few understand the entire story or its ramifications for the world in which they live. Children at this age level tend to understand environmental issues only on a personal basis in terms of health, safety, recreation, etc. (Air pollution hurts my eyes.) Furthermore, the four to nine year-old's environmental awareness is limited to "tangible" environmental issues, such as littering; whereas "intangible" concepts, such as recycling, are less understood.

In addition, studies show that the three most frequently cited sources of environmental information are family, school and the media. Parents, therefore, have an opportunity to increase their childs' environmental awareness through activities which focus on the environment in a way children at this level can understand.

The ***Caring Keeps The World Wonderful*** workbook uses the popular Care Bears characters to encourage children to "care" for the world around them; to learn how to put that caring into action; and to realize that they themselves *can* do something positive to improve the environment.

To a large extent, future solutions to environmental problems will be in the hands of this generation of children. It is hoped that, through you, these activities will provide them with a beginning understanding and awareness of their potential contribution.

Sincerely,

Kathryn E. Shafer, Ph.D.

Kathryn E. Shafer, Ph.D.
*Curriculum and Instruction*
*Science and Gifted Education*
*University of Toledo, Toledo, Ohio*

# PARENTS' GUIDE

These activities are designed to be done individually or as a group—by subject or in any order that meets your and your child's needs. Parents may choose which activities their child is able to understand and do. Supplementary activities in this guide are cross referenced to the corresponding pages in the ***Caring Keeps the World Wonderful*** workbook.

## ENVIRONMENTAL AWARENESS

### LESSON 1
*(Grades K-3)*

***Objective*** – To understand the word "environment."

***Discussion*** – Using the drawing as a guide, talk about what the living things pictured need from their environment in order to survive. Ask your child to think about a favorite animal and what that favorite animal needs to live happily. Discuss the role which food, water, clean air, shelter, love, etc. play in creating a good environment.

***Activity*** – Making a Healthy Environment

1. Give an animal cracker to your child. Then ask your child to make a list of the "environmental necessities" his or her animal needs to survive. Have your child make a drawing or a three-dimensional environment which include these necessities.
2. Ask your child to draw and color a picture of their "environment." Ask him or her to include in the drawing those items which your child thinks is "needed" in his or her environment in order to feel safe and happy.

***Workbook Page 2***
(Cleaning Up Big Pond)

## ENVIRONMENTAL AWARENESS

### LESSON 2
*(Grades K-3)*

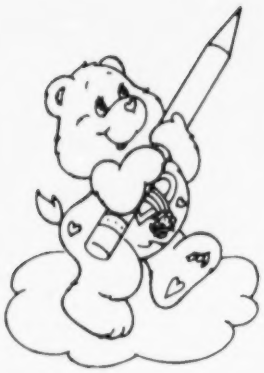
***Objective*** – To identify words, objects, and concepts with an environmental theme.

***Discussion*** – Ask your child to explain how they arrived at the answer to each riddle. Talk about the answer in terms of the environment. Define "environment." Explain how various decisions we make about each of the answers can have an effect—either positive or negative—on the environment. For example, placing trash in a trash can reduces the amount of litter, etc.

***Activity*** – Making Up Riddles Environment Search

1. Ask your child to make up a few riddles of his or her own then have him or her ask you the riddles. Listen to the clues and guess the answers.
2. Each of the answers to the riddles on this page is pictured somewhere else in the ***Caring Keeps The World Wonderful*** workbook. Make your child an Environment Detective and ask him or her to find these other drawings.

***Workbook Page 15***
(Riddles)



## ENVIRONMENTAL AWARENESS

### LESSON 3
*(Grades 1-3)*

***Objective*** – To review various terms associated with recycling, litter prevention, water conservation and energy conservation.

***Discussion*** – Pick a simple "environmentally-oriented" word for each day. Explain its meaning. Talk about how the word impacts the child's environment.

***Activity*** – Language Arts and Vocabulary Lessons

Use the word in conversation. Have your child explain the word to an older brother or sister, another care giver or relative. Practice writing the word with your child and use the word in a written sentence.

***Workbook Page 16***
(Word Search)

## LITTER PREVENTION

### LESSON 1
*(Grades K-3)*

***Objective*** – To understand the word "litter."

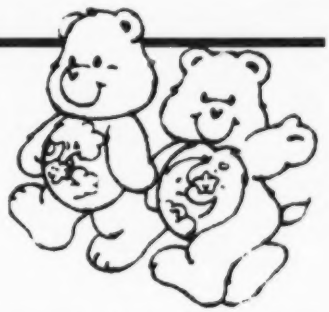
***Discussion*** – Talk about litter. Define the word. Explain under what circumstances something becomes litter. Discuss how litter is unsightly and can be dangerous. Ask for ideas on how litter might be reduced or eliminated in school, at home or in the neighborhood.

***Activity*** – Neighborhood Walk

Take a walk around the neighborhood, looking for examples of litter.

Select a small area around or near your home and have your child "adopt" it. Draw a map or a picture or write a report on the area's condition at its adoption. Take a "before" picture in your area. Care for the area, picking up litter, weeding, planting, setting out food for birds and animals, etc. Visit the area regularly to check on its progress. Take "in progress" pictures. Spend time there in quiet play, or reading or just relaxing. At the end of a month, ask for a new map or drawing or a report on the improvements. Take an "after" picture. Discuss the difference.

***Workbook Page 4***
(Hidden Pictures)



## LITTER PREVENTION

### LESSON 2
*(Grades K-3)*

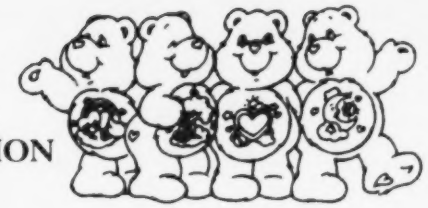
***Objective*** – To understand the consequences of littering.

***Discussion*** – Talk about how things become litter. Ask for examples of litter which your child has seen in school or in their neighborhood. Explain that not only is litter unsightly and dangerous, but that it wastes energy since it is not recycled, and it may pollute the environment as well. Discuss how most communities have laws about littering. Define litterbug.

***Activity*** – Making a "Litterbug." Making a Package

1. Collect a large box of "safe" litter and recyclable materials so that your child can build his or her own "litterbug" found art sculpture.
2. Give your child an empty package. Ask him or her to make a drawing of a better way of packaging that item, using different materials, less materials, more items per package, etc.

***Workbook Page 6***
(Walk In the Woods Maze)



## LITTER PREVENTION

### LESSON 3

*(Grades 1-3)*

***Objective*** – To encourage positive, personal action towards a cleaner environment.

***Discussion*** – Ask your child to identify the correct sequence of pictures. Using Picture #1 and Picture #4, discuss the state of the meadow "before" and "after." Talk about why "after" is better in terms of its effect on the environment of the meadow and the creatures who may live there.

***Activity*** – Making an Environmental Action Book

Have your child make a personal "Environmental Action Book" or "Environmental Action Coupons" for school or home, consisting of simple behaviors which he or she promises to do to positively impact their environment. For example, your child may promise not to throw candy wrappers on the ground; he or she may convince others to begin recycling; he or she may save lunch bags for reuse, etc. Use the Care Bear pictures from the ***Caring Keeps The World Wonderful*** workbook to illustrate their book or coupons.

***Workbook Page 10***
(Cartoon Balloon Story)

## RECYCLING

### LESSON 1

*(Grades K-3)*

***Objective*** – To understand what happens to the things we throw away.

***Discussion*** – Talk about landfills. Define the word. Ask what your child thinks happens to different kinds of trash in landfills. Explain that recycling is one way to reduce the amount of trash which ends up in landfills.

***Activity*** – Making a Landfill

Place soil in a plastic trash bag and ask your child to find various items of "trash" for your landfill. Make sure to have a cross-section of trash—some that will decompose; some that will not. Include recyclable material. Avoid dangerous or unsanitary material. Keep the "landfill" moist and sealed. Each week, dig up some of the "trash" to check on its decomposition. Keep a record of your findings. At the end of the experiment, ask if what happened in your personal "landfill" is what your child expected. Ask your child to identify what trash could be recycled.

***Workbook Page 1***
(Matching Maze)

## RECYCLING

### LESSON 2

*(Grades K-3)*

***Objective*** – To identify recyclable materials.

***Discussion*** – Talk about recycling. Define the word. Explain that most things—toys, clothes, etc.—are not used just once and then thrown away. Things are reused. Many of the things we use every day—especially certain containers—can be reused instead of thrown away. Many communities now have recycling programs in place or there are commercial recycling centers nearby. Explain how recycling benefits the environment by reducing the need for raw materials and by saving landfill space. Talk about how your child can participate in recycling at school and at home.

***Activity*** – Identifying and Sorting Recyclable Items

Fill a large cardboard box with recyclable items, including aluminum cans, plastic jugs, newspapers, glass bottles, etc. Label four smaller boxes "Aluminum," "Paper," "Glass," and "Plastic." Ask your child to sort the items from the large box into the proper small boxes for recycling.

***Workbook Page 13***
(Identifying Recyclable Objects)

## RECYCLING

### LESSON 3

*(Grades 2-3)*

***Objective*** – To understand the word "recycle" and the concept of "recycling."

***Discussion*** – Explain recycling. Define the word. Identify objects in your home which can be recycled. Ask for the names of other items around the home, the neighborhood or the school which can also be recycled. Talk about the benefits of recycling such as less litter, reduced need for raw materials and landfill space, less pollution, money for recycled items, etc.

***Activity*** – Setting Up a Recycling Center

Play "I Spy..." or "Twenty Questions" to identify recyclable items in your home. Include less obvious items like white copy paper. Then set up a recycling center with appropriately-labeled bins or boxes. Monitor your wastebasket for a week before opening your center and record "before and after" trash levels.

***Workbook Page 8***
(Match the Picture and Word)

## RECYCLING

### LESSON 4

*(Grades 1-3)*

***Objective*** – To understand the concept of "symbols" and to understand the meaning of and be able to identify the recycling symbol.

***Discussion*** – Explain that Tenderheart Bear has a "symbol" on his tummy. Define symbol. Talk about how we use symbols every day. Ask your child to identify familiar symbols around the neighborhood, like the handicapped symbol, the no symbol, stop signs, other traffic symbols, and the recycle symbol. Explain the recycle symbol. Define recycle. Show where the recycle symbol can be found—on cereal boxes, some greeting cards—indicating that the paper has been or can be recycled.

***Activity*** – Making Recycled Paper

Tear a half page of newspaper into small pieces and soak the pieces for an hour in a bowl partially filled with water. Using a blender or hand beater, mix the paper and water to a creamy texture. Dissolve two tablespoons of cornstarch in a pint of water and add this to the paper-water mixture. Dip a small section of window screen into this pulp until a layer approximately 1/16 of an inch covers the screen. Set the screen on a piece of newspaper, cover with felt and press down evenly on the felt to remove the excess water. Remove the felt and let the pulp dry overnight. Remove your "recycled" paper from the screen.

***Workbook Page 11***
(Tenderheart Dot to Dot)

## WATER CONSERVATION

### LESSON 1
*(Grades K-3)*

***Objective*** – To understand the word "polluted." "To demonstrate the consequences of "polluted" water to the "environment."

***Discussion*** – Remind your child that water is one of the things which plants, animals and people need to live and grow. Talk about ways in which water can become polluted. Define polluted. Ask your child to think about what effect polluted water can have on the health and well-being of living things.

***Activity*** – Monitoring the Effect of Water Quality on Growing Plants

Using four biodegradable peat pots and potting soil, plant one bean seed in each pot. Prepare a mixture of three tablespoons of vegetable oil in a half pint of water; three tablespoons of vinegar in a half pint of water; one tablespoon of detergent in a half pint of water; and a half pint of plain water.

Have your child water each plant as needed with a different mixture and record what he or she observes each week.

Half way through the experiment, switch one of the plants from "polluted" to clean water and observe its recovery.

***Workbook Page 9***
(Finish and Color
Cheer Bear and Flower)

## WATER CONSERVATION

### LESSON 2
*(Grades K-3)*

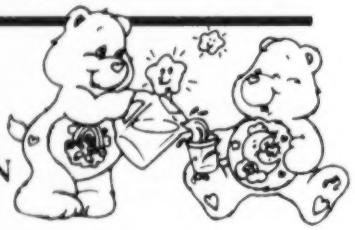
***Objective*** – To identify situations or activities within the child's experience which conserve or waste water.

***Discussion*** – Explain the meaning of the word, "conservation" as it relates to the behavior in this picture. Talk about the positive effect conservation has on the environment. Talk about daily activities which impact the environment positively or negatively.

***Activity*** – Understanding Conservation

Give your child a lollipop. Take one for yourself. Explain that you are having a "conservation contest." The winner is the one who can make his or her lollipop last the longest. The only rule is that both of you must eat the lollipop continuously. At the end of the "contest" period, ask your child what "tactics" he or she used to conserve the lollipop.

***Workbook Page 3***
(What's Wrong With
This Picture?)



## WATER CONSERVATION

### LESSON 3
*(Grades 2-3)*

***Objective*** – To understand the concept "conservation."

***Discussion*** – Talk about how we use water, often without thinking about it. Ask your child to list all the ways he or she uses water each day. Remember to include both direct and indirect water consumption, such as in the preparation of food, feeding pets, playing in the sprinkler, etc.

*Activity* – Calculating Water Consumption

Once your child has identified water-consuming activities at home or school, plan a series of observations to measure the amount of water these various activities consume. For example, how much water does the average drink at the fountain use up? How much water do parents or care-givers use to make coffee? How much water does it take to wash dishes in the sink? In a dishwasher?

Keep a water consumption chart on the wall and update it with each new discovery.

***Workbook Page 12***
(Happy /Sad Cheer Bear)

## ENERGY CONSERVATION

### LESSON 1

*(Grades K-3)*

***Objective*** – To define the word "energy" and to understand the consequences to the environment of energy production.

***Discussion*** – Explain how machines need energy to make them operate. Talk about where that energy comes from. For example, coal must be mined; gasoline must be refined from oil; electricity is produced by the burning of coal or by nuclear energy, etc. Discuss how these activities have an effect on the environment.

*Activity* – Thinking About Energy Alternatives

1. Have your child pretend that we are about to run out of gasoline. Make a list of what machines in his or her life would be affected? What alternatives to those machines are available or would become necessary?
2. Your child will create a silly machine to do some simple task. Show your child a Rube Goldberg drawing from a book or magazine or set up and operate a "Mousetrap" game. Then ask your child to draw and color a machine of his or her own. Ask your child to identify the energy source for their machine.

***Workbook Page 7***
(Machines That Go
Drawings)

## ENERGY CONSERVATION

### LESSON 2

*(Grades K-3)*

***Objective*** – To identify those objects at home or in school which are powered by electricity. To make "value-based" decisions about the actual need for some of these objects.

***Discussion*** – Begin by discussing which electric objects your child found in the picture. Talk about how he or she knew each object operated by electricity. Explain that battery- operated toys, etc. also run on electricity and that the manufacture of batteries has an impact on the environment.

*Activity* – Identifying Electrically-driven Machines.

Using an advertising supplement from the Sunday paper, show your child various electrical appliances which are available. Write two headings on the board, "Need," "Don't Need." Ask your child to decide which group each appliance belongs to. Battery operated toys or video games will generate the most discussion.

***Workbook Page 14***
(Wish Bear and the
Electrical Items)

## ENERGY CONSERVATION

### LESSON 3

*(Grades 1-3)*

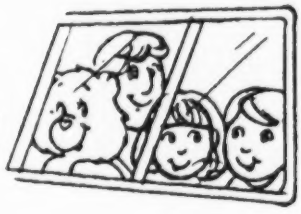
***Objective*** – To encourage positive, individual action in support of energy conservation.

***Discussion*** – Talk about how electricity is produced. Discuss how your home or apartment is ultimately connected via wires to a power plant. Explain how a power plant generates electricity. Discuss how turning off the lights and other energy-saving activities reduces the impact of energy- production on the environment.

***Activity*** – Reading About Energy. Thinking About Energy Alternatives

1. Read a chapter or story, such as the "Little House" books or any other favorite, which talks about how tasks were done, homes were heated or rooms were lit before electricity.
2. Have your child create a poster or a secret message of his or her own which encourages energy conservation at home or at school.

***Workbook Page 5***
(Secret Message)



## ENERGY CONSERVATION

### LESSON 4

*(Grades K-3)*

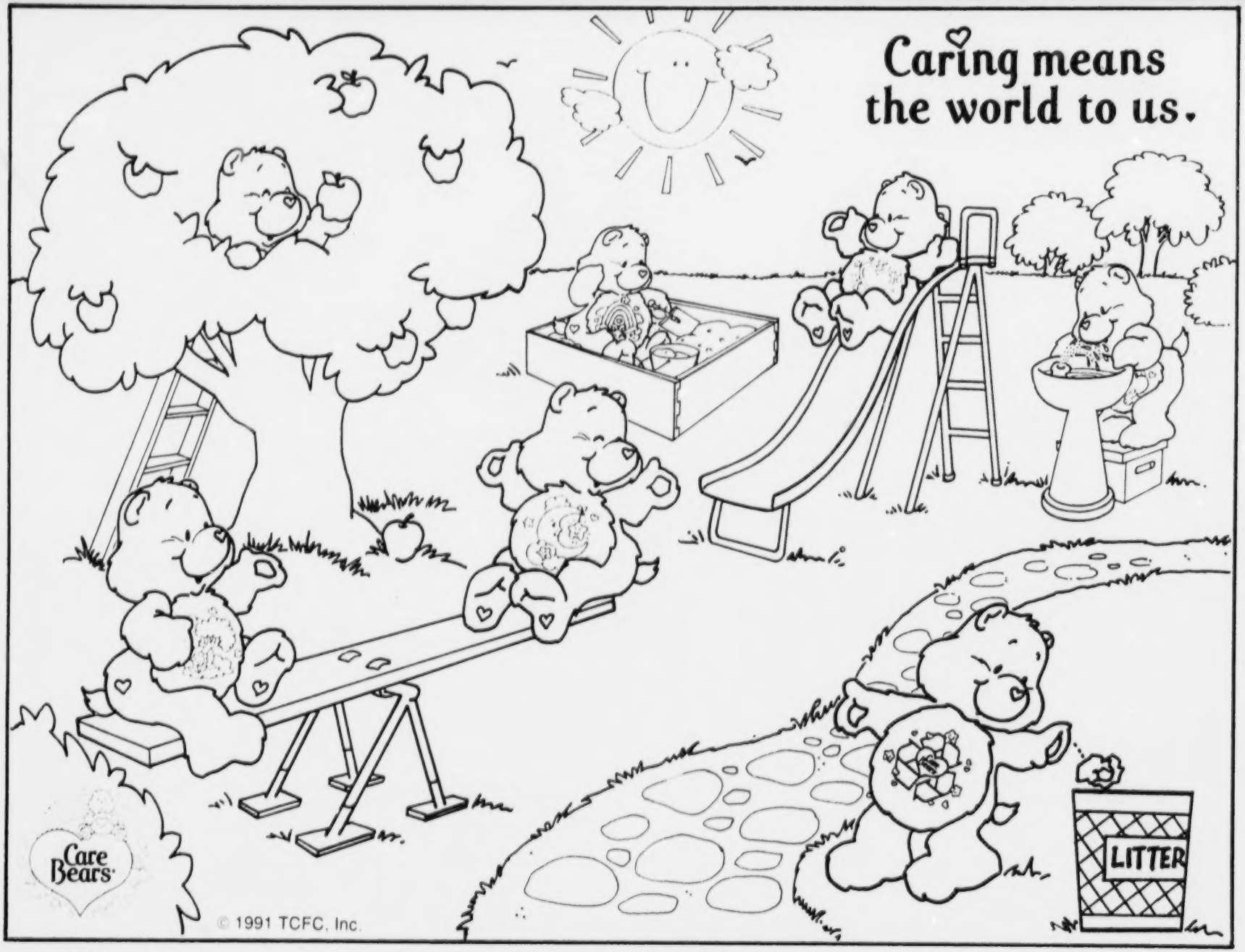
***Objective*** – To identify various forms of energy consumption. To demonstrate how individual choice can have a positive or negative impact on energy conservation.

***Discussion*** – Ask your child to give examples of other forms of public transportation such as airplanes, trains, taxis, etc. Talk about the positive and negative environmental aspects of each of these.

***Activity*** – Calculating the Amount of Energy Used In Different Varieties of Transportation

1. Outline the shape of a car and a bus on the floor. Place an appropriate number of chairs within the outline of each. Ask your child to squeeze as many stuffed animal or doll "passengers" as possible into the "car" and "bus." Count the number of passengers in each.
2. Produce a transportation scrapbook of pictures of vehicles, animals, etc. which people around the world use to get from one place to another. Label the energy source of each picture.

***Workbook Page 18***
(Share Bear Rides the Bus)






*You may copy this page as a coloring sheet for your child.*

# RESOURCES

An increasing number of high-quality environmentally-oriented publications, including books, magazines and newsletters, are available for classroom use from a wide variety of environmental organizations. The following partial list may be helpful.

**Alliance for Environmental Education**
211 Wilson Blvd.
Arlington, VA 22201

**Audubon Society**
950 Third Ave.
New York, NY 10022

**Cousteau Society**
930 W. 21st St.
Norfolk, VA 23517

**Environmental Protection Agency**
401 M St. SW
Washington, DC 20460

**Friends of The Earth**
530 7th St. SE
Washington, DC 20003

**Greenpeace**
1436 U St. NW
Washington, DC 20009

**National Wildlife Federation**
1412 16th St. NW
Washington, DC 20036

**Sierra Club**
730 Polk St.
San Francisco, CA 94109

**World Wildlife Fund**
1250 24th St. NW
Washington, DC 20037

The following partial list of readily-available publications containing environmentally-oriented material may be helpful in creating awareness and/or additional in-home activities.

*Boys' Life*
**Boy Scouts of America**
1325 Walnut Hill Lane
Irving, TX 75038

*The Dolphin Log*
**The Cousteau Society**
8440 Santa Monica Blvd.
Los Angeles, CA 90069

*Highlights for Children*
**Highlights For Children, Inc.**
2300 West Fifth Ave.
Columbus, OH 43216

*National Geographic Magazine*
*National Geographic World*
**National Geographic Society**
Department 01290
17th and M Streets N.W.
Washington, DC 20036

*International Wildlife*
*National Wildlife*
*Ranger Rick*
*Your Big Backyard*
**National Wildlife Federation**
1400 16th St. N.W.
Washington, DC 20036

*Chickadee*
*Owl Magazine*
**The Young Naturalist Foundation**
56 The Esplanade Suite 306
Toronto, Ontario M5E 1A7 Canada

AMERICAN GREETINGS

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Please Recycle

# Caring Keeps The World Wonderful

**Care Bears™ Environmental Awareness Funtime Work Book**

*Dear Parent or Teacher:*

*The activities in this book are designed to raise the kindergarten through third grade child's awareness about the environment in the areas of recycling, litter prevention, water conservation, and energy conservation.*

*Although the activities are grouped by issues, they may be used in any order at the discretion of the teacher or parent.*

*Children can do these activities on their own or with the help of older children, parents or teachers.*

*Parents and teachers are encouraged to use these activities as a springboard for discussing what the child can do in his or her own life to protect and enhance the world around us.*

*In addition, these activities can serve as a starting point for classroom or family environmental projects.*

*Ideas for discussion and additional environmental projects can be found in the CARE BEARS™ ENVIRONMENTAL AWARENESS GUIDE which accompanies this workbook.*

Laura A Weldon

Laura Weldon, B.S. Elementary Education
Hanover College, Hanover, IN

H. J. Czekalinski

Henry J. Czekalinski, B.A., M.A. English
John Carroll University, University Hts., Ohio

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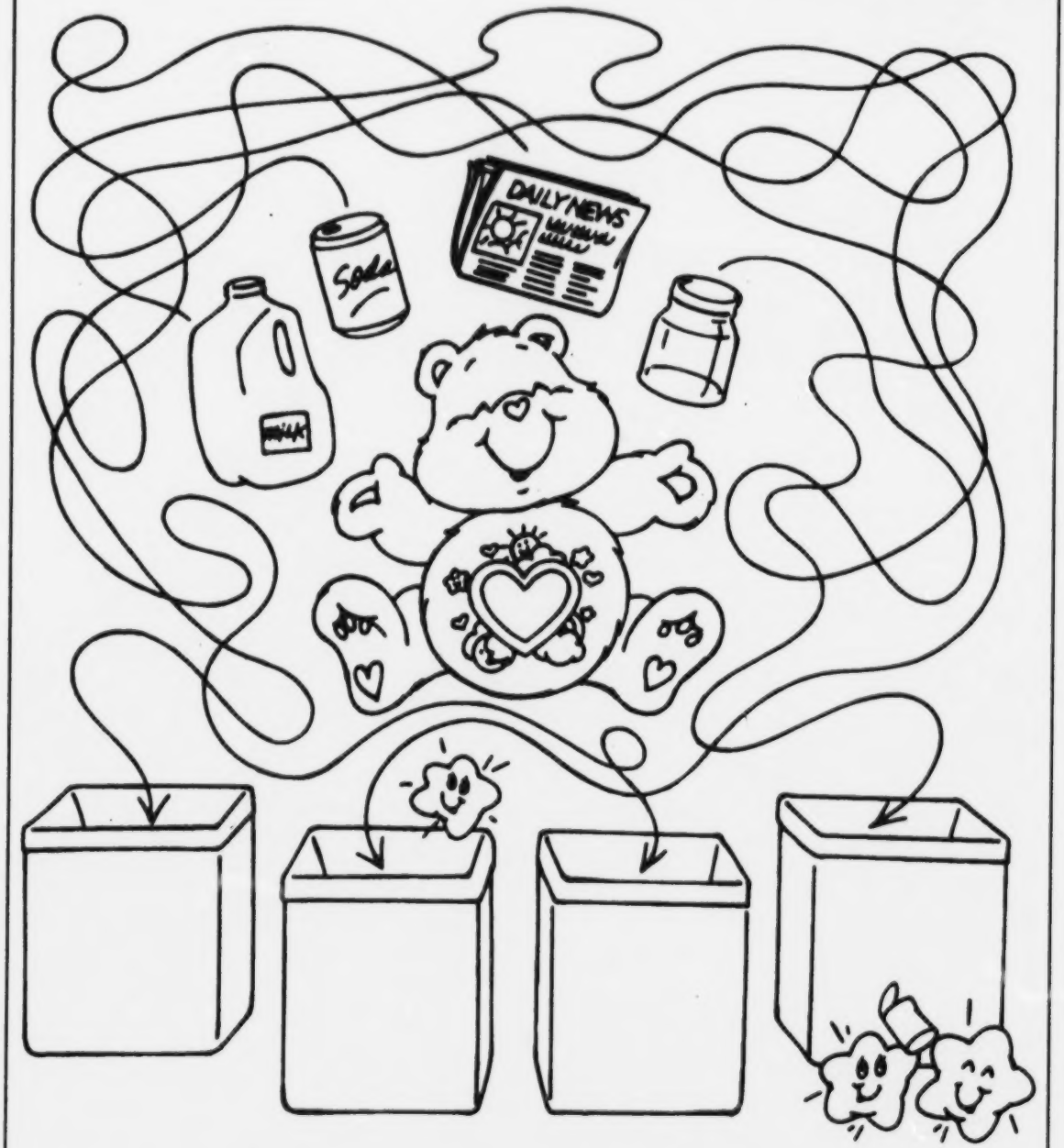
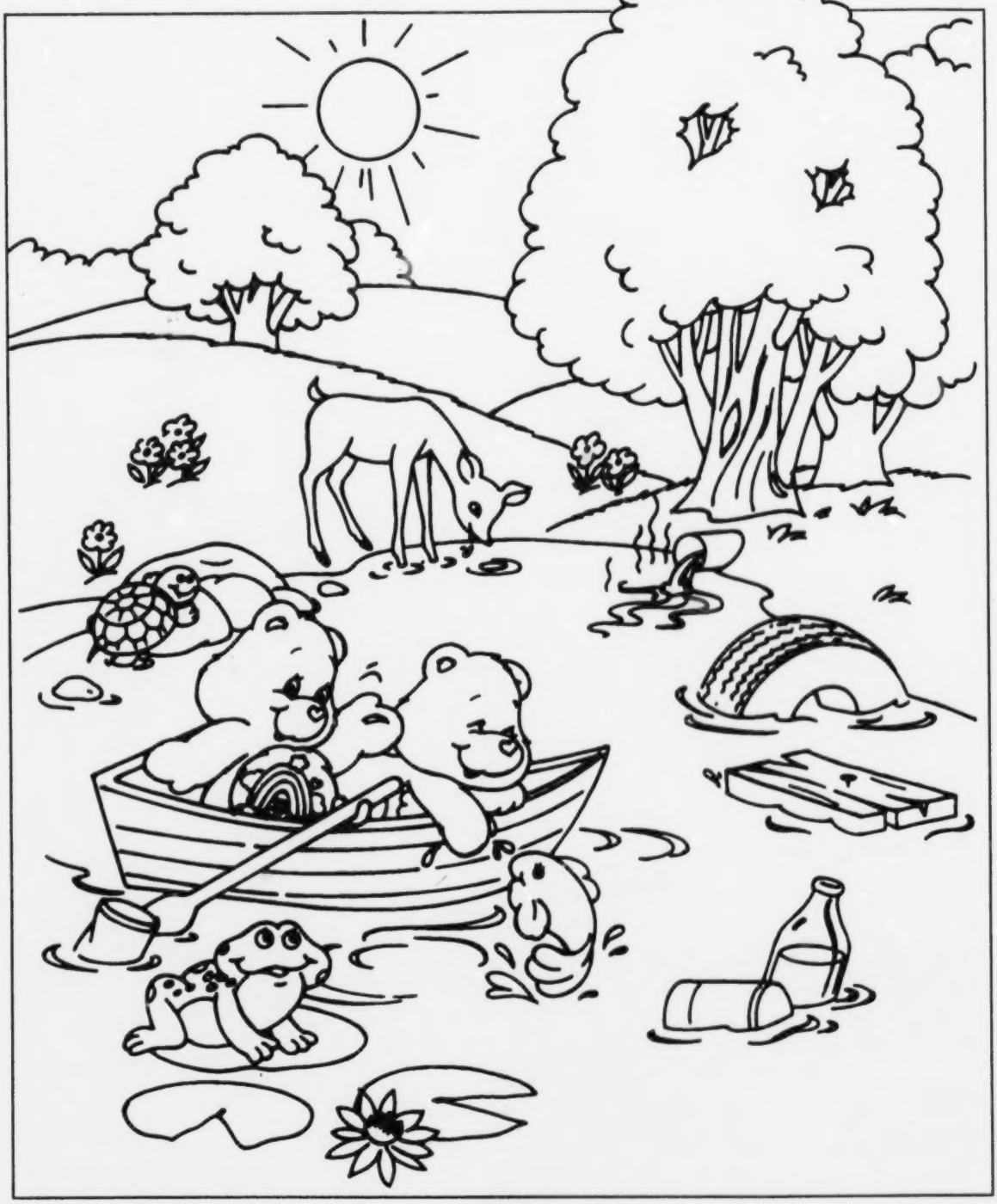
Recycled Paper




Tenderheart Bear wants to "recycle" each object so it can be used again. Help Tenderheart find the right bin for each object. Draw the object on its bin. Color the object.

Cheer Bear and Love-A-Lot Bear need your help to clean up the big pond. Color all the animals and plants. Put a big "X" on those things which can hurt these living things.

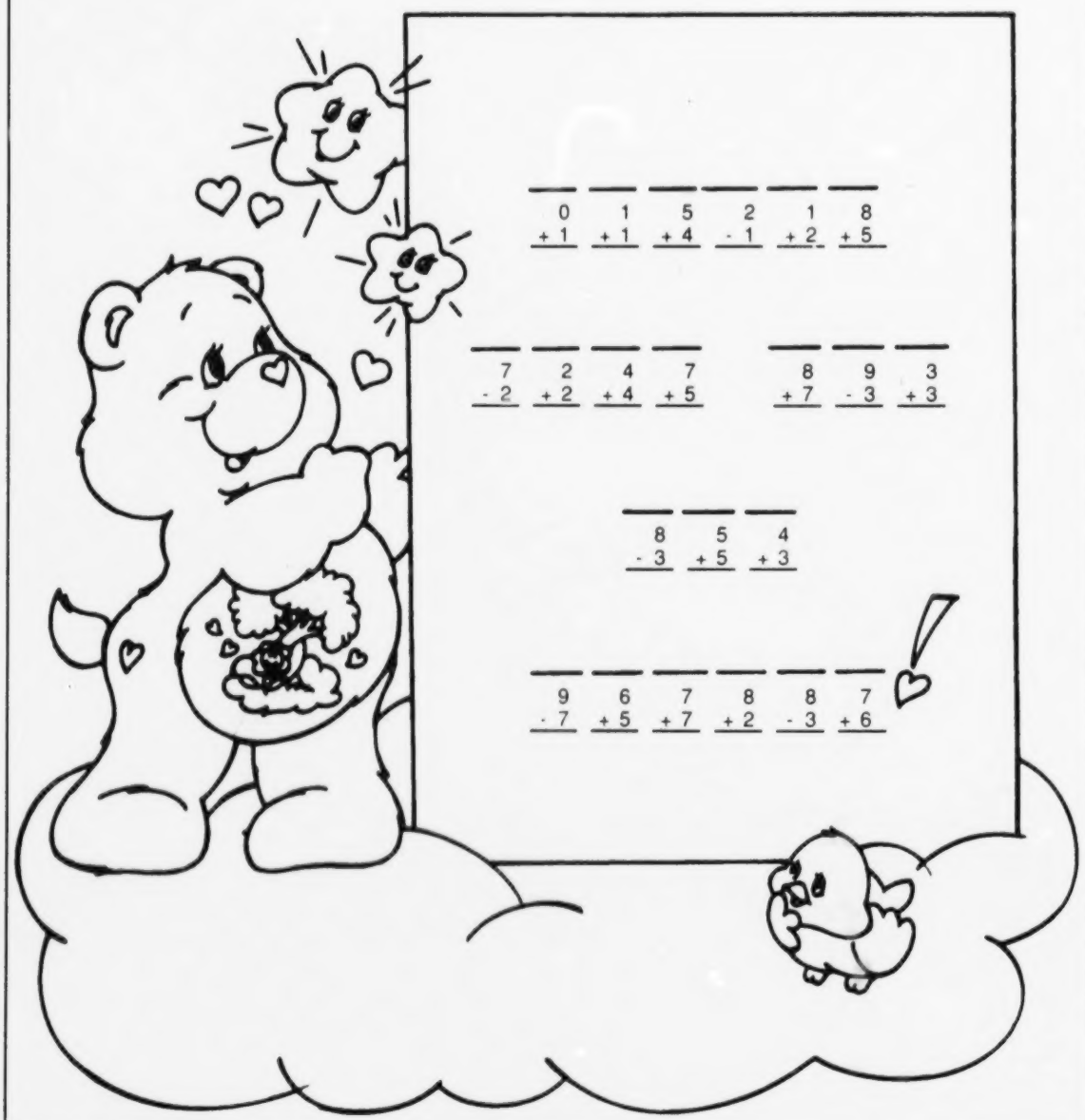


What's wrong with this picture?

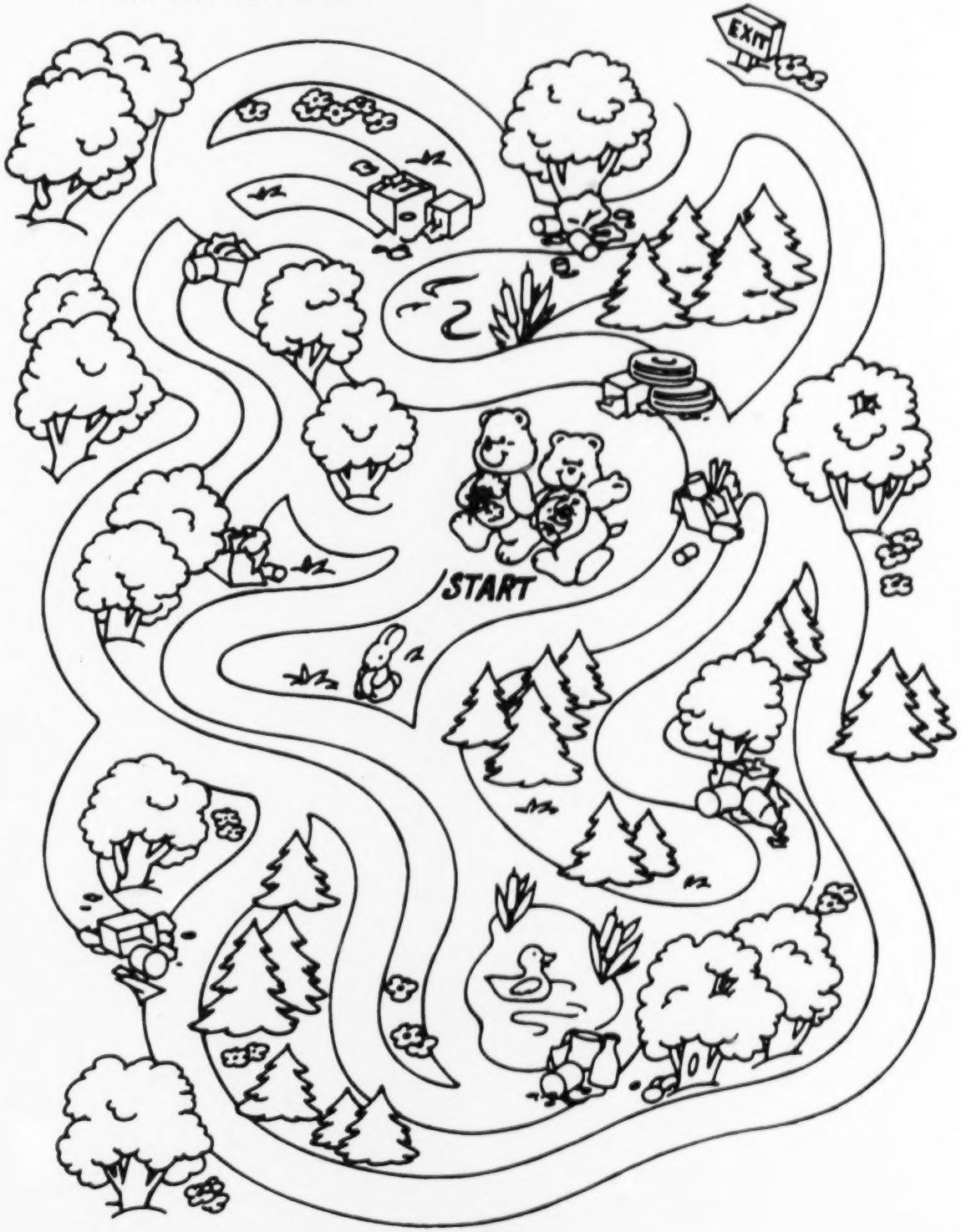
The Care Bears and their friends are going on a picnic in the city park. But careless people have dropped litter everywhere. Help clean up the park.

Friend Bear has a secret to make the world wonderful. To find out his secret, answer the problems. Use the answers to fill in the secret code.

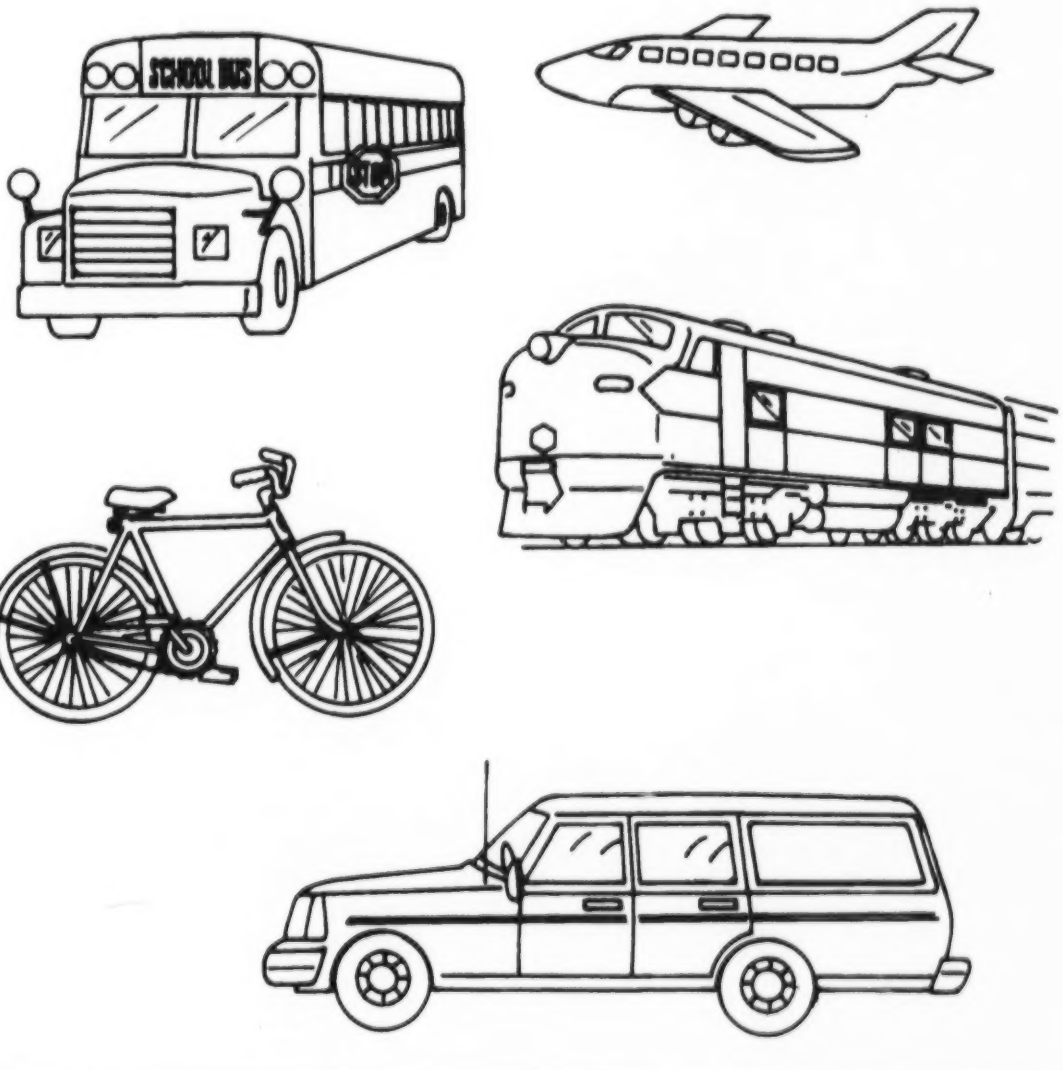
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | L | Y | U | T | F | E | R | W | H | I | N | S | G | O |



Bedtime Bear and Friend Bear just love to walk in the woods! Help them find their way back home. But watch out! Some paths are littered with trash!

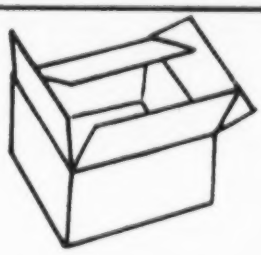


1. Put a big "**X**" on the machine that needs a person's energy to go.
2. Color the machine that carries children to school yellow.
3. Put a circle around the machine that goes on a track.
4. Draw a square around the machine that takes your family to the store.
5. Draw a line under the machine that flies.



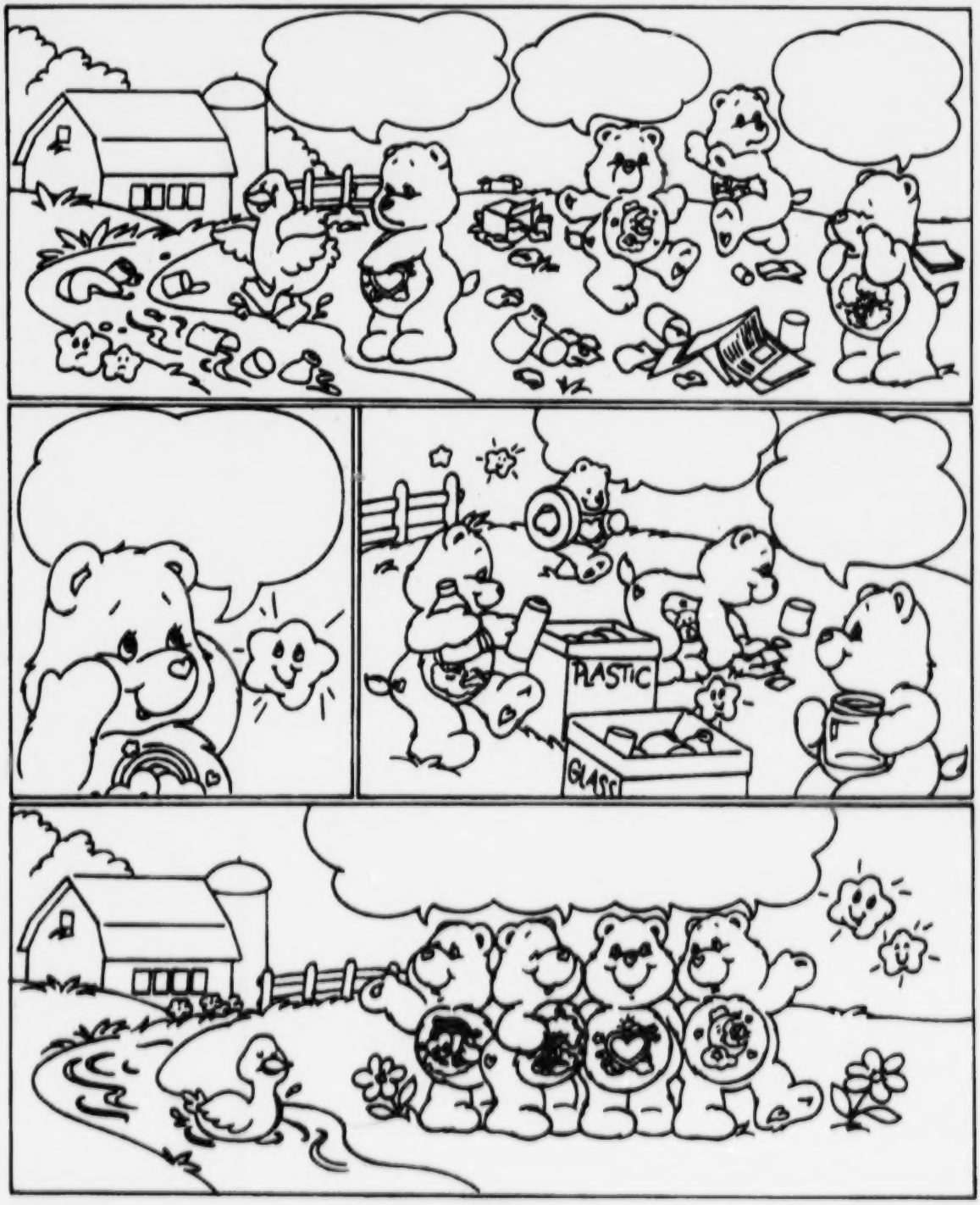
Some things we use every day can be made into other things and used again. Help Tenderheart name these reusable things.

Aluminum
Plastic
Oil
Glass
Paper
Cardboard



Cheer Bear is giving this flower clean, fresh water to help it grow. All living things need fresh water to be healthy. Help Cheer Bear make the flower big and strong and pretty. Finish the picture. Color it with healthy colors.

Here's a Care Bear story just for you! But someone forgot the words. Can you write your own words for the story?



ere's a friend who cares about our wonderful world. Connect
e dots to find out who he is. Color him caring.

o learn his name, find the letters that match each number in the
cret message. Write the letter on the line.

| C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

__ __ __ __ __ __ __ __ __ __ __

20 5 14 4 5 18 8 5 1 18 20

__ __ __ __

2 5 1 18



27

Read each sentence. If the sentence helps to save water, color the happy Cheer Bear. If the sentence wastes water, color the sad Cheer Bear.

1. I take a shower, and not a bath, to save water.

2. I let the water run to heat it up before I wash my hands.

3. When I brush my teeth, I turn the water off while I'm brushing.

4. My parents water the lawn on hot, sunny afternoons.

5. At our house, we wait for a full dishwasher before doing the dishes.

6. In the summer, there is a pitcher of nice cool water in the refrigerator for drinking.

lerheart Bear knows
the world can be won-
il if we reuse things.

way to reuse things is to
:le them. Put a big "X"
ıose things which can
:cycled.

Wish Bear wants to find all the things in the house that use electricity. How many can you find? Circle them.

·lp your Care Bear friends find the secret answers.
·lor each object.

You may find me in the park.
Sometimes I am round.
I hold trash.

What am I?

_____ _____

2. You ride on me.
I have two wheels.
Your energy makes me go.

What am I?

_____

You need me to live.
I can take any shape.
You drink me.

What am I?

_____

4. I tell people things.
You read me.
I can be recycled.

What am I

_____

E N E R G Y W P Z Q
I A C B D R A E S T
P H I A O S T C A N
A P I S R V E R V L
P L Y D E E R N E I
E A I R C M B V G T
R S O I Y A V E L T
L T I T C L E R A E
O I L G L Y L S S R
I C A V E A N N S P

Can you help Share Bear find these words?

| | | |
|---|---|---|
| SAVE | PLASTIC | WATER |
| RECYCLE | PAPER | AIR |
| CAN | LITTER | CARE |
| BEAR | GLASS | ENERGY |
| OIL | | |

# ANSWER PAGE

**ge 1:** From left to right; glass (jars), plastic (milk bottle), paper (newspaper), aluminum (soda can).

**ge 2:** X's should be placed on the can, the can and bottle, the board, the tire, and the drain pipe.

**ge 3:** The water conservation mistakes shown are: watering during hot day, faucet left on. Also, the energy conservation mistakes are: car left running, radio left on, TV left on, recyclables thrown in trash.

**ge 4:** There are seven items: a tire, a bottle, a potato chip bag, a soda can, a jar, a cardboard box.

**ge 5:** The secret message is: Always turn off the lights!

**ge 7:** 1. bicycle, 2. school bus, 3. train, 4. car, 5. airplane.

**ge 8:** Clockwise, from the upper left: plastic, glass, paper, aluminum, oil, cardboard.

**ge 11:** The secret name is: Tenderheart Bear.

**ge 12:** 1. Happy Cheer Bear, 2. Sad Cheer Bear, 3. Happy Cheer Bear, 4. Sad Cheer Bear, 5. Happy Cheer Bear, 6. Happy Cheer Bear.

**ge 13:** Items to be marked with an X are: soda can, newspaper, plastic milk jug, oil.

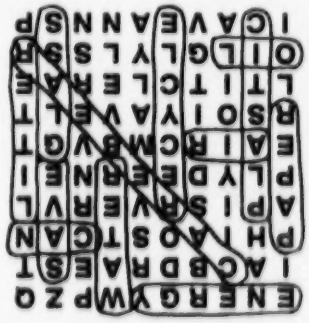
**ge 14:** House light, lamp, TV, washer, dryer, iron, dining room light, refrigerator, clock radio.

**ge 15:** 1. trash bin, 2. bicycle, 3. water, 4. newspaper.

**ge 18:** To complete drawing, add the back tire, one door, a headlight, the front edge of bus.

**ge 6:**

**Page 16:**



ıe Care Bears think it's fun to ride the
ıs. Lots of people can ride together in
ıt one bus! That helps to save energy.
ıish the bus to make it go.

**Care Bears** 35

**Caring Keeps The World Beautiful!**